DOCUMENT RESUME

ED 246 964 JC 840 437

AUTHOR	Kemp, Donna, Ed.
TITLE	Report of Survey on English Language Training in Canadian Colleges.
INSTITUTION	Association of Canadian Community Colleges, Toronto, (Ontario). International Bureau.
PUB DATE	Apr 84
NOTE	66p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Collected Works - General (020)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*College Curriculum; College Faculty; *Community Colleges; *English (Second Language); Foreign Countries; *Foreign Students; National Surveys; Questionnaires; Teacher Education; Teacher Qualifications; Tests; Textbooks; Two Year Colleges; *Two Year College Students
IDENTIFIERS	Canada

ABSTRACT

The status of English as a Second Language (ESL) instruction in Canada's community colleges is assessed in this report. Following an introduction to the concerns of the Association of Canadian Community Colleges (ACCC) with regard to ESL education, results are presented from a nationwide survey focusing on ESL programs, students, and teachers; ideals for ESL instruction; sources of the best teacher training; interest in standardization; and learning resources and tests. Next, a case is presented for the standardization of content, testing, and teacher training. A series of recommendations are presented to the member colleges of the ACCC for improving ESL education. The next section of the report presents a series of contributed articles: (1) "ESL Training for Overseas Students," by Charles Mosap; (2) "ESL-- EFL--ESP--EAP--EOP?" by William Hanna; (3) "TESL Canada: The Issues at Hand," by Laura E. Ho; (4) "Towards a National ESL Policy," by Nicholas Elson; (5) "ESL Testing for College Entrance," by Ellen Cray; (6) "The Council of Second Language Programs in Canada," by Pierre Niedlispacher; (7) "1983 Introduction to 1979 Paper 'Syllabus in Transition'" by Marian Tyacke; (8) "Syllabus in Transition: From a Structure Base to a Communicative Base," by Marian Tyacke; and (9) "A Distance Program for Learning English as a Second Language," by Mary Selman. Appendices include the survey instrument and responses and list ACCC members. A summary of survey results written in French is also provided. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED246964

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES
ASSOCIATION DES COLLÈGES COMMUNAUTAIRES DU CANADA
INTERNATIONAL BUREAU/BUREAU INTERNATIONAL

REPORT
OF SURVEY
ON
ENGLISH LANGUAGE TRAINING
IN
CANADIAN COLLEGES

Donna Kemp, Editor
April, 1984

JC 840 437

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Kemp

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TABLE OF CONTENTS

	PAGE
ASSOCIATION OF CANADIAN COMMUNITY COLLEGES AND ENGLISH AS A SECOND LANGUAGE	1
SURVEY RESULTS	2
The Data-Gathering Process	2
Total Populations	3
Profile of International Students	3
Texts	3
Testing	4
ESL Teachers	4
Best TESL Training	4
Minimum Training Required of ESL Teachers	4
A Parallel Force	4
THE CASE FOR STANDARDIZATION	6
RECOMMENDATIONS	9
SUMMARY	10
CONTRIBUTIONS	11
ESL Training for Overseas Students by Charles Mossop	12
E.S.L. - E.F.L. - E.S.P. - E.A.P. - E.O.P.? by William Hanna	14
TESL Canada: The Issues at Hand by Laura E. Ho	16
Towards a National ESL Policy ... by Nicholas Elson	18
ESL Testing for College Entrance by Ellen Cray	21
The Council of Second Language Programs in Canada by Pierre Niedlispacher	23
1983 Introduction to 1979 Paper "Syllabus in Transition" by M. Tyacke	24
Syllabus in Transition: From a Structure Base to a Communicative Base by Marian Tyacke	26
A Distance Program for Learning English as a Second Language by Mary Selman	30

PAGE

ACKNOWLEDGEMENTS 32

APPENDICES 33

APPENDIX A: Letter to Chief Executive Officers

APPENDIX B: English Language Training Inventory, including Responses where appropriate

APPENDIX C: Follow-up Letter to Chief Executive Officers

APPENDIX D: Response Totals

APPENDIX E: Some Responses by College

APPENDIX F: Responses from Colleges with No Full-Time ESL Training

APPENDIX G: Member Colleges of ACCC

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES AND ENGLISH AS A SECOND LANGUAGE (ESL)

The Association of Canadian Community Colleges (ACCC) is a national, non-profit association. It serves post-secondary non-degree granting colleges and institutes in all of Canada's provinces and territories. It includes community colleges, agricultural and vocational institutions, institutes of technology, schools of nursing and medical technology, the cégeps, marine schools and schools of horticulture and fisheries. The Association was founded in 1970 and incorporated in 1972.

The ACCC acts as an information clearing house for Canadian colleges and institutes; provides liaison among the colleges and related institutions, associations, and organizations; promotes and supports research on the colleges of Canada; provides services to member institutions, including the development and supervision of national studies, in addition to operating travel-study exchanges and interchange programs; supplies college and college-related information to secondary schools, overseas agencies, the media and the public; provides a forum for the study and discussion of the post-secondary non-degree granting education system.

The activities of the ACCC International Bureau concentrate on the development of human resources in the Third World, through the promotion, design and coordination of international cooperation projects. The projects draw on the resources and facilities of the member colleges of the ACCC. The International Bureau coordinates the transfer of professional development and curriculum development expertise, of appropriate equipment, and of technical skills between Canadian and overseas institutions.

The International Bureau, which started its activities in 1979 with the financial support of the Canadian International Development Agency and the ACCC member colleges, is now involved in more than 40 projects, in some 30 developing countries of Africa, Asia, Latin America, and the Caribbean.

The concept of the International Bureau evolved from the recognition of the following three principles:

1. The foundation of a developing nation's progress and eventual self-sufficiency is based upon the acquisition of scientific, technological and other knowledge and skills by its citizens.

2. The Canadian educational community provides a wealth of resources and expertise.

3. By collaborating with institutions in developing countries, Canada and other nations receive mutual benefits in many areas: cultural, social, political, and economic.

The needs which the International Bureau is addressing are increasing rather than diminishing. As a result, there are more opportunities for involvement, presenting a formidable challenge to those who support the goal of development through education.

The Bureau issues a regular Newsletter which is included in the ACCC's publication, College Canada.

Recently, a number of ACCC member institutions have expressed a variety of concerns about English language training in Canada. It appears overseas sponsors have been sending their students to Great Britain or the United States for ESL, not realizing the expertise available in Canadian community colleges.

In order to clarify this issue, the ACCC sought to assess college English language programs across Canada. This survey, then, was born out of that need.

In the course of collecting the documentation, discussions arose not only about what we now offer, but what we could and should provide. Since access to the international student training programs would make us less dependent upon Manpower sponsorship and would support the continuance of ESL at some colleges, we have an opportunity at this point to set in place additional courses to suit more client needs along with the appropriate support systems to back them. We can develop from the strengths of our member colleges a strong, dynamic network of English language services.

The wheels are rolling! Contributors have generously brought us up to date on their various areas of expertise. We hope that the report generates feedback from you, to gather momentum for the moves that will put Canada on the map for English language training.

SURVEY RESULTS

The Data-Gathering Process

Because the survey responses were gathered over several months, data was applicable for some colleges in June, some in the summer, and some quite recently. In the meantime, courses have been added and deleted, and students have moved not only between levels but beyond ESL.

The survey questions were left open-ended so that colleges could explain their programmes; they differ so greatly though

that some questions asking for numbers garnered incomprehensible totals. There was also some misreading and misinterpretation of questions, and some questions were left unanswered.

Total Populations

The total full-time day student population of 158,872 is an approximate figure since some colleges gave only the total for their ESL campus while others included part-time students in their figure. Most colleges with no ESL gave no other data.

In having asked for total full-time day students in ESL, we came up with a figure of 5,747. This number excludes part-time and evening classes, which enroll more students than do the full time day classes. Many ESL classes, though 20 hours or more per week, are considered part-time since they are 12, 16 or 24 weeks in duration. Also the many students enrolled full-time but taking other subjects as well were not mentioned in enough responses to be included in the total.

We have on file though some data on English courses offered at the upgrading and college levels in which new speakers of the language are enrolled.

Profile of International Students

The question was, it appears, often misinterpreted. Colleges with no visa students answered that international (visa) students enjoyed a high profile when, in fact, the college has new Canadians and in some cases does not allow visa students to enter the college.

Those who are closest to the source did not find a problem with visa students studying in their colleges. The "problem" of foreign students apparently does not exist. Some colleges expressed their disappointment that others in the college community did not avail themselves of the cross-cultural wealth that these students offer by their presence.

Texts

By far, the greatest resources are in-house materials developed by the ESL faculties. Although the B.C. curriculum guide is used as far east as St. John's, there is still a need to develop daily exercises to carry out the guidelines. There has been concern expressed that the texts and workbooks are mostly of British and American origin; consequently, a great deal of effort is put into tailoring lessons to local needs.

This activity is duplicated across the entire college system.

Testing

Again, most colleges develop their own tests, most of which are meant to measure learning of specific lessons. Most colleges test every month to move the successful student to a higher level. Test results are not used punitively to deny entrance into ESL or continuance in the course. Nor are they designed to respond to sponsor needs at this point. Yet, while the majority are satisfied with their testing procedures, others are looking for better methods of evaluating oral and interactive language skills. Vancouver Community College enjoys a reputation for its highly controlled testing and evaluative procedures.

ESL Teachers

There are 702 teachers for 5,747 ESL students, making a student/teacher ratio of 8 students per teacher. Many colleges run with more part-time than full-time teachers. Volunteer teacher's aides are not a priority as they would fill unionized job functions.

Best TESL Training

Although some colleges were reluctant to answer, by far the most commonly acclaimed TESL training is at universities, followed by conferences and in-house workshops. But the TESL training reflected for the most part the course closest to, and therefore most accessible to, the teachers.

Minimum Training Required of ESL Teachers

The key word here is "required". What is required though is not always what is provided. The seniority system and tightening finances sometimes cause teachers to be "bumped" to ESL.

However, the most common requirement is a degree plus TESL certificate, the second is a provincial teacher's certificate, and the third most common is a degree alone. Those colleges who can afford to do so require experience in TESL from 'somewhere else'.

A Parallel Force

While CEIC sponsors employment directed English classes, the Secretary of State concentrates its language efforts on part time courses promoting good citizenship. In Saskatchewan, for example, these courses are given at the community colleges; yet, in other provinces, the classes are not necessarily campus-centred.

Similar activities are also provided by local boards of education, refugee, multi-cultural and church groups. They provide much of the acculturation/orientation and settling-in services on which we count to supplement our own efforts. At the same time, they too are providing English as a Second Language courses the caliber of which parallels any cross-section of our own courses.

All of these centres provide us with students and take from us those for whom we do not provide well enough. They could be our biggest ally, and yet we seldom co-ordinate our efforts, preferring to re-invent the wheel one more time.

THE CASE FOR STANDARDIZATION

The question of interest in standardization in content, testing, and teacher training brought out the most reaction, making us aware of the need to hold further discussions in this area while interest remains high. Although colleges tended to respond the same way for the three areas, the majority were against standardizing content while interested in standard testing and teacher training. These are not opposing views.

Content

The concern against standard content is a fear that it would work against the students' needs, one of which is to be acclimated to the local area. Those who are interested in standard content, however, see it as an opportunity for guidelines by which to work to see that minimum education is achieved and to ease in transferability.

Testing

Testing is an unknown quantity in many respects. There is a great deal of interest in refining testing procedures by re-defining what needs to be measured and re-assessing the evaluation process. Some teachers move students between levels by 'gut feeling'; others test rote learning of the content of lessons. Still others have sophisticated oral tests measuring performance by the level at which the student fails to continue the dialogue. Some colleges make a point of testing all four skills: writing, reading, speaking and listening. It requires a great deal of effort to do so, much of which is not rewarded since Manpower, the major sponsor, has no minimum standard which the student must achieve to continue in the classes or to graduate from them. Consequently, the only incentive for changing the status quo is teacher interest in more refined testing techniques.

The wealth of tests on the market is proof only that the tests measure very different language skills. Some, although widely accepted for college entrance, do not correlate with success in college studies.

Here the dichotomy between ESL and ESP becomes evident. Teaching for a particular purpose is naturally going to require testing to measure very specific learning. While Manpower's mandate to the colleges is to have its clients ready for the workplace at the end of six months, they have been satisfied with six months' worth of conversational skills and acculturation. That does not mean their clients are ready to operate in the workplace where communication must convey enough meaning to prevent accidents and produce

the desired result. Nor does it mean the client is trained to fulfill a job function in Canada. While learning conversation, he has lost touch with his profession. We in the colleges have trained too many to speak English while standing in unemployment lines.

There are sound arguments for developing standard content and testing geared to courses for specific purposes:

i) teachers want these guidelines;

ii) Manpower will soon be demanding job-specific English training for its dollars, or it will go exclusively to the Boards of Education;

iii) fee-payers want access to job training courses after finishing a general ESL course;

iv) and the foreign student market is a source for more students if we can respond to their needs.

Standardizing can satisfy all these needs. Specific courses taught to established guidelines will ensure transferability; thus, student mobility; teachers will be able to converse with terminology that holds common meaning across the country. Teachers in isolated communities can feel they are as up-to-date as their urban collegues and that they can tap into a common resource through the parent organization. Sponsors of students, both local and foreign, can buy courses to suit their needs, backed by a common testing system with interpretable results. Let us face it; our present tests are absolutely interpret-proof for an outsider- and for most of us as well. Courses can bridge the gap between ESL and college levels, allowing success for more students at the college level and a future for graduates of general ESL. That is not to say that there is not a place for general ESL as we know it. But, the client who wants general conversation supported by writing skills can buy exactly that.

Finally, the process of standardization will avoid the continual re-invention of the wheel which goes on in every college across the country. The effort and intense energy that goes into this duplication of effort could be better directed toward filling the gaps that exist in our services.

Teacher Training

Hand in hand with content and testing goes teacher training. Recognition of appropriate teacher training will allow those teacher trainers to tailor their courses of study to methods appropriate to special needs being served in their locales rather than limiting themselves to theory.

If we hope to market our ESL courses, we need to instill confidence in our teachers. Again a great deal of effort is expended at various levels from university courses to in-house workshops, but with no national recognition. Clients do not know what expertise they are buying. If we want to impress them, though, we have to be impressed with our own credentials, feeling they are worth having.

The process of establishing teacher training certification appropriate to college teachers could be as dynamic as it would be frustrating. The possibilities range from credit for experience to bringing college teachers together for training to establishing a panel of teacher trainers who travel to the teachers. So many ideas have to be considered.

In any area, however, standardization for its own sake is needless, threatening the spontaneity of both teachers and students. Because it reflects current trends, it is subject to a measure of obsolescence. Care would also have tobe taken that standardization not lead to over-regulation, which would channel energy into unproductive activities.

The challenges are obvious, the solutions less so. But, the time is now.

Donna Kemp
Project Editor
ACCC

RECOMMENDATIONS

Bearing in mind the responses to the inventory and the discussions which have arisen from it, we respectfully submit the following recommendations to our member colleges:

I. That a central organization be set up:

a) to lobby for recognition as a national agency responsible for establishment and accreditation of national standards in English language services within the community colleges.

b) to ensure on-going interaction among all agencies that have an interest in English language services; that is provincial ministries of education, federal agencies, CEIC, CIDA, CBIE, OESC and other provincial equivalents, NGO's, TESL -Canada and its provincial affiliates.

c) to establish by consensus of interested parties recognized minimum standards or guidelines for content of ESL courses.

d) to establish standard course names so that meaningful dialogue can take place.

e) to act as a clearing house for information relating to all facets of English language acquisition -methods, materials and testing, both commercial and college initiated -to promote new ideas and enthusiasm in the classroom.

f) to publish a handbook of information about ESL programmes offered at each college including fee schedules, times, class sizes, teacher profiles and testing standards to allow prospective students and sponsors to assess college offerings in relation to their expectations.

g) to establish by consensus of interested community colleges recognized testing procedures for evaluation and accreditation of students in ESL courses

i) that will provide meaningful scores for all interested colleges,

ii) that will provide entry and exit scores for all levels,

iii) that will allow transferability throughout the colleges both within ESL and for entrance to college and university courses,

iv) that can be the basis for purchase by sponsors.

h) to recognize and establish accreditation for teacher training programmes across Canada and to promote professional development activities for teachers to ensure access to quality teacher training schemes.

i) to promote further research into language acquisition and matters related to the needs of English language learners.

II. That ACCC move to promote these recommendations.

SUMMARY

The field of ESL in the colleges is ripe for reassessing in the midst of tightening Manpower dollars and search for alternate sources of students and financing.

The opportunity exists to restructure to accommodate the needs of new clients who are demanding more goal-oriented courses; the spin-off will be an effect on the once comfortable federal contract.

Teachers tell us they are looking for guidelines and for more communication among the colleges. They are acutely aware of their students' needs and find some frustration in trying to meet those expectations.

Further discussions will arise from this document that, we hope, will set us on the first tentative steps to addressing our mutual concerns.

CONTRIBUTIONS

We offer our sincere thanks to those who have generously contributed the following articles,

	PAGE
ESL Training for Overseas Students by Charles Mossop	12
ESL - EFL - ESP - EAP - EOP? by William Hanna	14
TESL Canada: The Issue at Hand by Laura E. Ho	16
Towards a National ESL Policy... by Nicholas Elson	18
ESL Testing for College Entrance by Ellen Cray	21
The Council of Second Language Programs in Canada by Pierre Niedlispacher	23
1983 Introduction to 1979 Paper "Syllabus in Transition" by Marian Tyacke	24
"Syllabus in Transition" by Marian Tyacke	26
A Distance Program for Learning English as a Second Language by Mary Selman	30

ESL TRAINING FOR OVERSEAS STUDENTS

Many Canadian colleges involved in international education regularly receive groups of overseas students on their campuses. Usually it is necessary to provide instruction in English language before these students can proceed to the other training which is their primary objective. Accordingly, these colleges set up language programs for this purpose and have accumulated a great deal of expertise in ESL instruction as a result. In addition, institutions often offer ESL instruction for new Canadians and here, too, gain much valuable experience.

In view of this, then, it is somewhat surprising that more colleges have not elected to enlarge their ESL offerings and make them available to overseas students who will come to Canada specifically for this language training. Some institutions have done this, of course, and Vancouver Community College is particularly noteworthy in this regard, but in general it seems that ESL training for overseas students does not have the standing which it perhaps should have.

Many institutions feel that ESL is not a program that should be offered except as part of a larger international project, while others believe that international involvement of any kind is not appropriate for a community college. Many potential dangers and pitfalls are seen to exist when a group of overseas students appears on a campus, and for these, and several other reasons, the idea of a foreign student ESL program is often given rather short shrift. The positive aspects of the concept should be given some prominence, however. Cariboo College has made a decision to open its ESL programming to overseas clients and recruit students from Pacific Rim countries in particular. Such a program can be lucrative, of that there is no doubt, but there are other considerations that combine to make the venture desirable.

Foremost among these considerations is the opportunity for cultural enrichment provided by the overseas students on the campus. This is of particular importance to colleges such as Cariboo which are located in rather small urban centers. If we accept that part of a post-secondary education should be an expansion of thought and a broadening of personal horizons and perspectives, then the chance to meet and interact with students from other countries is invaluable. This is, of course, equally important from the visitor's point of view as well.

At another level it should be noted that the demand for English language training is very high at this time, and English is becoming more and more prominent in the business and governments of Pacific Rim countries. There is a need for

short-term intensive language training, often of a specific nature such as preparation for study at North American universities or for doing business with English speaking countries and companies. I believe the Canadian community colleges are in a position to respond to these needs and in so doing they will also be able to contribute new and improved instructional materials in this field.

Clearly, the primary responsibility of a college is to its local or immediate community, and an overseas student program of whatever nature must not be allowed to divert resources away from necessary programming for home needs. But if an international ESL program is run on a strict cost-plus basis (as indeed it must be) the revenue generated can be used to enhance local offerings. This amounts to the export of expertise, and while this may not have been widely seen as a role for the Canadian community colleges up until now, it is something which should be thought about carefully at this time. It can have beneficial results for the Canadian colleges, their Canadian students and their communities, as well as for the overseas students who are in need of this training.

Charles Mossop
Co-ordinator
International Projects
Cariboo College

E.S.L. - E.F.L. - E.S.P. - E.A.P. - E.O.P.?

Canada is in the process of developing programs in English as a Foreign Language (E.F.L.). With the growth of such foreign student training programs, potential difficulties and conflicts could arise within the language teaching community. If the growth of new programs receives proper guidance, such conflict may be avoided.

In Britain, both English as a Second Language (E.S.L.) teaching and English as a Foreign Language (E.F.L.) teaching are well developed. The former deals with the immigrant population and is comparable to the C.E.I.C. sponsored programs in Canada. The latter serves resident or non-resident foreigners. "E.S.L." in Canada is generally used as an umbrella term for all English language training activities. In Great Britain, however, E.S.L. teaching refers to the language services supplied to immigrants and refugees. It is handled on a local level and is government funded. "E.F.L." teaching is predominately foreign contracts (on or off shore), providing enough language proficiency to meet identifiable needs, and is mainly profit oriented. There is an apparent ideological and political rift between E.S.L. and E.F.L.. This rift has engendered a great deal of counter-productive mutual criticism - criticism detrimental to language teaching as a whole.

E.S.L. in Britain prepares the immigrant student to adjust to a new socio-cultural environment. Its primary aim is to give the individual the necessary "life skills" and language skills to cope with daily life and work. E.F.L., being profit based, concerns itself with a product -specific language skills determined by the needs of the client. As with most products, packaging is important. The physical environment, student contentedness and extra-curricular activities play an important part in E.F.L. programs. Unlike E.F.L., E.S.L. is perceived as a social service.

A split of the above nature could be avoided in Canada if the present teachers of E.S.L. develop and participate in the teaching of E.F.L. programs. Already, many colleges offer variants of English for Special Purposes. In some of these, immigrant students are funded by C.E.I.C.. There is a growing need for this type of specific language training among students who have already completed the six-month Basic E.S.L. programs. It would seem to make sense to use E.S.P. as a bridge between E.S.L. and E.F.L., with teachers prepared to work in all three areas. While there will always be a difference between E.S.L. and E.F.L. students, this separation need not exist among the teachers. This would entail, of course, developing the existing teacher training courses to encompass specialized areas.

All teacher training courses for non-natives should be linked in order to guarantee mutual consistency to avoid the development of different "camps". This sort of co-ordination would necessitate organization and direction on a national scale. The institutions, organizations and agencies involved in language teaching and teacher training should be seeking for some way to achieve consensus on the best way to facilitate and guide such development.

William Hanna
Academic Co-ordinator
ACCC/U.K. Study Mission

TESL CANADA: THE ISSUES AT HAND

Two years have elapsed since TESL Canada first released its landmark document, The Provision of English as a Second Language (E.S.L.) Training to Adult Newcomers: Six Principles Toward a National Policy. This paper appeared as a result of an initial Canada-wide response to the language and settlement needs of the recent huge influx of Southeast Asian refugees. Such a focus, immediate as it was, provided an impetus to examine more general trends and issues in the education of all immigrant students, and so a call for a national policy for consistent and high quality language programming for all adult newcomers.

As a result of this initiative closely followed two other symposia. Native educators expressed a similar need for a national sharing of concerns and ideas on the subject of Language Development for Native Peoples. Native people represent a group which is traditionally not included in discussions of second language education in Canada. It is only now that language and culture are being identified and discussed as integral factors in the development of successful native education programmes. The TESL Canada report from the Winnipeg Symposium entitled Language Development for Native Peoples is the basis for a national special interest group on that topic.

In a parallel endeavour, a Symposium on ESL in Francophone Communities, brought together ESL teachers of francophones from across Canada. This group met in Montreal to discuss issues relating directly to issues affecting English language instruction in a French-speaking milieu. These included the availability of suitable materials and the need for improved teacher training opportunities.

With these activities and others, TESL Canada has grown rapidly both in terms of membership and activity. Nationally some 3300 educators are represented from a variety of teaching areas: Kindergarten - High School, Adult Basic Education, College and University, Native Educators, and English as a Foreign Language specialists.

That TESL Canada represents such diversity within a single specialization reflects a very Canadian concern with language education. That these three issues have each required a national focus to generate any change, however, indicates that the Canadian educational system has been very slow in recognizing and responding adequately to language needs within the community. As a multicultural people, Canadians must demonstrate their commitment to the promotion of official language fluency for all, so that each person can participate in society in keeping with their respective abilities and needs.

What are some of the current initiatives for TESL Canada? A professional journal, TESL Canada Journal/La Revue TESL Canada will be launched in January 1984. This journal will feature both theoretical and practical articles of relevance to E.S.L. research and teaching in Canada.

In February 1984, a national conference will be held in Winnipeg and follow up will be done for the symposium on Language Development for Native Peoples. This group will also launch a newsletter this year.

TESL Canada is currently involved in two projects to provide ESL specialists for the People's Republic of China. In cooperation with CIDA, TESL Canada has participated in the establishment of the Canada China Language Teaching Centre in Beijing. As well, TESL Canada is recruiting Canadian ESL specialists for referral to the Chinese Ministry of Education.

As well, the need for lobbying on fundamental issues continues. Many of the issues which led to the three symposia remain unchanged. Certainly, more people across the country are informed as to the extent and nature of language needs, but much remains to be done to ensure that they are, in fact, addressed.

Laura E. Ho
President
TESL Canada

TOWARDS A NATIONAL ESL POLICY...

As an outgrowth of a TESL Canada/ TESL Ontario sponsored symposium on Southeast Asian refugees, TESL Canada, the national federation of provincial associations of Teachers of English as a Second Language produced a position paper The Provision of English as a Second Language Training to Adult Newcomers: Six Principles towards a National Policy, in the spring of 1981. While the document was still being finalized, it was learned that the federal government had initiated a tri-ministerial review of immigration, settlement, and integration policies and programmes, with Secretary of State, Multiculturalism, and Employment and Immigration being the lead departments.

It was natural then for the TESL Canada position paper to feed into this review, and the document was duly submitted to the appropriate ministers and review committee members. Follow-up work was done in meetings with senior officials of the departments involved.

The "six principles" which structure the TESL Canada paper are, very briefly, as follows:

1. Accessibility:

   Universal accessibility to language training and orientation, supported with living allowances where necessary.

2. Flexibility and Sufficiency:

   Programmes, and the institutions offering them, should be flexible enough in their approaches to respond to the varying needs of newcomers.

3. Coordination

   There should be national, provincial, and local co-ordination of these services with input from groups with expertise in these areas.

4. Settlement Support Services:

   Financial support for community agencies should be increased.

5. Canadian Content:

   Existing materials should be collected and assessed, and planning begun for the development of new materials on Citizenship/Orientation and Language Training.

6. Professionalism:

Input in any ESL/Orientation programmes should be sought from people who are demonstrably qualified as ESL professionals.

As is often the case in reviews of this kind, it was clear from the beginning that the existence of the undertaking was fragile. Understandably, from the federal perspective, they had looked into the implications of the kind of changes that were being called for and what they saw seemed to suggest that a great deal of money would be required if an effective policy were to be put into place.

Nevertheless, in the summer of 1983, the federal government released a package of discussion papers on the review, and representatives from the departments involved embarked upon a series of cross country "consultations" to garner feedback to the proposals which were being made. The consultations took place on two levels, with relevant provincial government departments, and with organizations from what is inaccurately referred to as the "voluntary sector".

It seems fair to say that few of the people attending these consultations were happy with the proposals contained in the discussion papers. The provincial governments, in a rare show of something approaching agreement, announced that the time limit for a response to the papers was quite unrealistic, given the import of the subject matter. Their objections were echoed by the many organizations which were vitally concerned about the policy review and what would eventually result from it.

With respect to the detailed suggestions contained in the discussion papers, many of the organizations followed up on their comments at the consultations with written submissions to the policy review committee.

The views which were expressed through the consultation process were examined by the review committee and in October, 1983, a report was released by CEIC which attempts to summarize the views which were presented to them. A number of "conclusions and recommendations" are appended to the document. These refer to the phasing in of a new settlement framework over the next three years, to modifications in the ISAP structure, and to a commitment to hold further discussions on the language training aspect with appropriate organizations. What the Secretary of State role will be is not clear. A review of language training was to be undertaken by SOS this fall, but its status is uncertain at present.

The federal government is now waiting for the formal response to the discussion papers from the provinces, expected by the end of November, before proceeding further. The change in

ministers in both multiculturalism and CEIC over the summer was a further setback in an already drawn out process, since the minister in each case must become familiar with the issues involved and decide what level of commitment to make to the various elements involved.

It appears, however, that there is still a strong desire on the part of those involved with the review at the federal level to keep carrying it forward and to see something tangible and effective come out of it. In the meantime, while it may be akin to watching a tree grow, we must watch future developments and initiatives carefully.

Nicholas Elson
Chairman
TESL Canada Policy
and Action Committee

ESL TESTING FOR COLLEGE ENTRANCE

In October, 1983 the Ontario Test of English as a Second Language (OTESL)* Project carried out a survey of Ontario colleges' admissions requirements for students who speak English as a second language. For the survey the Office of the Registrar at each Ontario college was contacted to collect information on who was required to prove English proficiency and how proficiency was determined. It was quickly apparent that English proficiency requirements for ESLstudents vary greatly among colleges and that there is no standardization procedure for determining adequate proficiency.

Students for whom English is not a first language can be divided into two groups. The first are those who are landed immigrants or Canadian citizens. Most of the colleges surveyed do not require that all students in this group submit proof of English proficiency. Some colleges require a minimum period of residence in Canada, while others ask for successful completion of one or more years of high school in this country.

Most colleges reported that they could require individual students whom they felt might lack adequate English proficiency to write a test. Many colleges are using first language proficiency tests such as the Nelson Reading Test and the Basic Training Skills Development Test in these cases.

First language tests such as these are generally inappropriate for second language learners. These generallly penalize ESL students as they test cultural knowledge and vocabulary more than they test general language proficiency. Also, first language tests do not give specific diagnostic information about the needs of ESL students.

The second group of ESL students, VISA students, are commonly asked to present scores on either the TOEFL test or the M.7. Both of these are commercial tests of English language proficiency. Though specifically designed to test the language of ESL students, there are a number of reasons why these tests are not the most appropriate for ESL students planning to enter college programs.

Both of these focus on language usage rather than determining how well a student can function in his/her second language. These tests do not reliable predict how well students will

*The Ontario Test of English as a Second Language Project is funded by the Ontario Ministry of Colleges and Universities and the Council of Ontario Universities.

do in college programs. Secondly, these commercial tests do not provide needed diagnostic information: in short, a general language proficiency test which would test language use and reflect the needs of college students is badly needed. Ideally a proficiency test would be designed to test how well students can use the language encountered in college programs and would provide diagnostic information about the students' linguistic needs.

Ellen Cray
Center for Second
Language Learning
University of Ottawa

THE COUNCIL OF SECOND LANGUAGE PROGRAMS IN CANADA

The Council of Second Language Programs in Canada was established in the spring of 1979 as an organization of those divisions of CBIE member colleges and universities that offer intensive and/or immersion training in English or French on a cost-recovery or self-financing basis. The Council's criteria for membership changed in March of 1982 to include colleges and universities which were chartered as post-secondary educational institutions which offer recognized diplomas or degrees.

The Council's objective is to promote, through its directory, its members' programs abroad to non-Canadians who wish to learn English or French.

Membership in the Council entitles a program to one vote at each general meeting and to inclusion in the directory of programs. Meetings have been held yearly, since 1979, in the spring, usually in conjunction with the meetings of directors of the federal government's Summer Language Bursary Program.

Members agree to adhere to the standards adopted by the Council and to submit, each year, verification of adherence to those standards through an annual report. The Council's standards include sections on program description (promotion) and design (diagnostic procedures, proficiency levels, evaluation and achievement reports); staff qualifications; student registration and fee schedules; as well as reporting to other members. Council members also assure that their institutions offer either intensive or immersion programs in French or English ("intensive" being defined as consisting of not fewer than fifteen class hours a week), and they guarantee that each program advertised in the directory operates on a cost-recovery or self-financing basis with no subsidies either from other sections of the institution or from external sources.

The Council is governed by an annually-elected, four-member directorate which meets quarterly to consider questions of policy, to admit new members, and to oversee the publication of the directory. Regional meetings of members and prospective members are being planned for the 1983-84 season to consider new concerns and to review the Council's standards.

Pierre Niedlispacher
Chairman
Council of Second
Languages

1983 INTRODUCTION TO 1979 PAPER "SYLLABUS IN TRANSITION"

By M. Tyacke

Although the course described in this report is offered by a University division, it should be pointed out that a wide range of adults attend it. Students range from very elementary to very advanced in terms of proficiency. Some have completed high school while others have completed a doctorate. Students must be at least 18 years of age and must have a basic knowledge of English, but apart from that, there are no other requirements.

Another important point is that the course is expensive. For a 12 week course in 1983, students paid $1150. For this reason, we must look upon our students as consumers who are purchasing a product which must be of a high quality.

The restraints within which the Community Colleges operate have been pointed out not only by ESL colleagues in those institutions but also at a meeting of the Ontario College Presidents I attended in my capacity as President of the TESL Association of Ontario. It seems that certain features of the programme we offer are missing from many of the existing College programmes because they do not have the same freedom of operation. However, it may be worthwhile summarizing those features in an attempt to lobby for their consideration and possible inclusion when programmes are being reviewed.

1) On-going analysis of student needs

Every course opens with a formal needs analysis carried out in writing, and followed up in discussion with the classroom teacher. This is because we are committed to making our programme as helpful and relevant to the students as possible. Teachers then modify the programmes accordingly.

2) Flexibility of syllabus design

There is no laid down detailed curriculum which must be followed as this prevents any consideration of student needs in any kind of individualized way. Also, the syllabus can take into account linguistic, sociolinguistic and psycholinguistic strengths and weaknesses in varying amounts at different stages of the process. In other words, it can take into account the student's communicative development as well as his initial needs.

3) Structural vs communicative syllabus design

Language, in keeping with the communicative approach is not taught as and end in itself, but as a means to an end: communication. Consequently grammar, for example, is not

taught so that the student can "do" the grammar but, rather that he can use appropriate syntax in written or spoken interaction. Also, authentic text, and activities outside of the classroom are used frequently in order to provide real settings in which real language can be used.

4) Materials selection and development

All teachers have input into the selection of textbooks and other materials.

They provide the co-ordinators with assessments of textbooks so that changes can be made. Students are also asked to evaluate textbooks and materials so that the most useful ones can be retained and the others discarded. Also, even though they are not paid to do so, many of our teachers develop material which they share with the rest of the staff.

5) Team-work

Teachers within one level of the programme meet on a weekly basis to exchange ideas and to discuss problems and successes. Each level has its own master teacher co-ordinator who acts as a resource person, and who meets with the other co-ordinators to plan and monitor the programme on an on-going basis.

6) Teacher qualifications and professional development

We insist that our teachers have adequate training in teaching English as a second language, and strongly reject the practise of using teachers from other disciplines as if no professional background and training were necessary. We also provide professional development by offering in-service workshops, as well as by encouraging our teachers to play a leading role in conferences and presentations around the province. This is essential, as ESL is a dynamic, challenging and ever-changing field.

7) Assessment Procedures

A careful assessment involving all four language skills (Writing, Speaking, Reading and Listening) takes place on the first day so that students can be placed in homogeneous proficiency groups. To ensure fairness and reliability in assessment procedures, much of this is group-marked. Assessment procedures are also discussed and up-dated on a regular basis, so that teachers are able to provide input on an on-going basis.

SYLLABUS IN TRANSITION:

FROM A STRUCTURE BASE TO A COMMUNICATIVE BASE

Marian Tyacke, Co-ordinator, ESL Programmes, School of Continuing Studies, University of Toronto

The School of Continuing Studies, University of Toronto, offers, among other ESL Programmes, an Intensive English Language Programme. Six courses, each lasting six weeks, are offered annually. For several years, the syllabus was solidly structure-based (phonological, syntactic and semantic), while our approach was eclectic with an emphasis, at the elementary level, on audio-lingual techniques and, at the advanced level, on more cognitive and analytical techniques. Student progress was measured by performance tests within the class, and objective tests of proficiency at the beginning and end of each course. Using such measures, it could be shown that students made progress, and consequently that the programme was a success.

However, a certain amount of dissatisfaction was shared by both students and staff. It was difficult to put into words, and was described in different ways, but generally emerged as a request for "idioms", or "what people really say"...

Attempts were made to remedy the situation ... [but] our attention was still on the <u>form</u> of the language rather than the function.

Then along came the notional/functional bandwagon. At first, it was very attractive. We had all had the sneaking suspicion that language had more to do with meaning than earlier syllabuses would have us believe. Also, it seemed that such functions as eliciting information, arguing, and apologizing would have more impact than the past simple versus the present perfect, or the intricacies of an alveolar fricative. But where were we to begin? At least with a structure-based syllabus, we knew we could proceed from a simpler to a more complex form, or from a more to a less frequently used item. We could chart vowels and consonants, and move systematically through a set of graded materials. Both students and staff knew exactly where they were, exactly what had been accomplished (as far as the syllabus was concerned), and there was a general sense of security.

With a notional syllabus, we seemed to be, like Leacock's horseman,riding off in all directions at once. Not only had we traded one list (structures) for another (functions), but it was unclear where on the new list one should begin. Was apologizing simpler than eliciting information, or vice versa? Was it more frequent? Which was more important for

immediate survival? There was also the consideration that focusing on one function at a time meant that we were examining interaction from a one-sided point of view. We could teach a student the right way to elicit information, but what happened if the other person did not wish to give information? It was apparent that all decisions made by the syllabus designer would necessarily be arbitrary, and diagnosing the different needs of the students in a general intensive programme would be a very difficult task. An even greater problem was the fear that, if we went too far with this new approach, elementary students would somehow miss the solid language base that we still felt was very important, and essential to communication.

The solution we have arrived at is, of necessity, a compromise. We have not discarded those elements which we consider a valuable part of the language learning process. Rather, we have grafted another component on to the main plant, and we are presently tending the composity in the hope thatit will produce a more beautiful and fertile bloom than its predecessor. The process has not been easy. Our teachers feel somewhat confused and upset in this period of transition. However, we would like to share our programme philosophy and design with you, and would welcome feedback from institutions running similar programmes.

Because there seems to be much more to an interaction than its form or its function, we prefer to use the term "communicative"; that is, the syllabus takes into account linguistic, psychological, and sociological aspects of communicative acts. There are so many of these that we can only focus on a limited number, which include the physical context in time and space, the relationship between the participants, the attitudes of the participants, the importance of the communication, etc. etc. What follows, then, are the ten assumptions on which the syllabus is based.

1. Learning to communicate in another language does not simply mean mastery of the formal properties of that language. Being able to communicate requires both linguistic proficiency (a knowledge of the formal properties of language) and communicative competence (a knowledge of the social rules of language). This assumption demands that the syllabus teach both of these components, and not be deficient in either.

2. This first assumption immediately invites the second, and that is that assessment tools be devised (since most traditional assessment tools do not meet this demand) which assess not only the student's mastery of linguistic form (the traditional test), but also his communicative competence i.e. his ability to function receptively and productively in real language situations.

3. Learners can acquire communicative competence concurrently with linguistic proficiency. However, at different stages in the syllabus the emphasis given to either one should be different (e.g. at the elementary level greater emphasis would be given to linguistic proficiency).

4. In order to be able to communicate adequately, it is essential that students learn, from very early on, that one linguistic form can have several different functions, given the correct social conditions (e.g. declarative form can function as a statement, a command, etc.), and that one communicative function can be manifested in several different linguistic forms (e.g. commands can be expressed by imperatives, interrogatives, etc.).

5. Paralinguistics is a part of communicative competence and students should be made aware of the meaning and importance of non-verbal forms of communication such as gesture, facial expression, "ums" "ahs", body movement, etc.

6. The division of foreign language teaching materials according to "the four skills" of reading, writing, listening, talking can help to focus attention in a teaching situation, but this division is, in effect, an artificial one and in learning real communication the skills must be integrated. As a result of this, although the focus in different units of study may be on different traditional skills, a communicative competence component (which involves the integration of the skills) should run throughout the course. A further, and equally important point about the direct relationship between "the four skills" is that with an approach of this kind where emphasis is placed on teaching students communication strategies, it should be realized that the most important strategies operate for more than one skill. The "receptive" skills of listening and reading are tackled cognitively more or less in the same way and likewise to "productive" skills of talking and writing, e.g. a foreign learner in both reading and listening has to learn to draw inferences, see logical connections between utterances when there are no overt markers present, and to derive the correct communicative value from an utterance regardless of its form.

7. Comprehension precedes production. Therefore at the elementary level, the syllabus places greater emphasis on the receptive skills of listening and reading than on the productive skills of writing and talking.

8. The materials and activities used should be made as

relevant as possible to the needs of the students. This makes for greater motivation. To achieve this end, diagnostic procedures should be set up which ascertain the learner's present and future communicative needs.

9. Learners can and should be trained to monitor their own use of English wherever possible. This becomes more possible as the student's proficiency increases, and as it does, the teacher should be playing a less central role in the learning process, more and more individualized activities should be undertaken, and more and more use should be made by the student of his own written and spoken output.

10. Different learners have different learning strategies and the syllabus should attempt to satisfy these differences.

In short, this communicative syllabus aims at the learner producing language that is formally and functionally correct, situationally appropriate, and produced in conjunction with suitable paralinguistic features...

There is an increased emphasis on communicative activities as proficiency increases, and a decreased emphasis on the formal aspects of the language system.

Communicative activities should not be confused with "communicative drills". The latter are concerned with teaching a specific linguistic form, albeit in context, while the former are concerned with practising a particular communicative act which will inevitably involve a variety of forms. Communicative drills can still be useful at the elementary level where the emphasis is on the linguistic base, but should give way to more meaningful activities as proficiency increases.

The period of change we are going through may not be a comfortable one but we are finding that it offers an exciting challenge. Very few communicatively based materials are available, which means we are forced into the situation where we must produce our own. We hope that the result will be useful to other institutions in Canada as well as our own.

Extracted from the original in the SPEAQ Journal (1979), Vol. 3 Nos. 3-4 with the permission of the author.

A DISTANCE PROGRAM FOR LEARNING ENGLISH AS A SECOND LANGUAGE

A unique course for learning English as a second language in a distance model is being developed in Canada. The project is a result of the cooperative planning by correspondence branches in Nova Scotia, Ontario, Manitoba, Saskatchewan and British Columbia and by the Alberta Department of Advanced Education and Manpower. The Open Learning Institute in British Columbia has taken on the task of preparing the course, which is the first of four phases.

The purpose of the course is to provide opportunities to those who do not, by choice or by circumstance, attend classes. Some lack access to classes as a result of a shortage of them, or their non-existence in non-metropolitan areas. Personal situations and preferences of students may also be factors in students studying ESL at a distance. Homemakers, shift workers, the disabled and the elderly often find attendance at class impossible. Some people prefer to study in their own time and at their own pace.

Phase one of the project is aimed at beginners at the most basic level. To cope with the course the learners need to be literate in their first languages and be familiar with the Roman alphabet. Students are oriented to the course by means of a student manual and tape in their native languages. The rest of the course is in English with the exception of community contact assignments. A system of visual and audio cues guide the students through the tasks.

The materials in phase one consist of a student manual and tape and six units and accompanying tapes which deal with survival language needs, such as making social contact, identifying yourself and getting things done. As the students work through the materials, they send assignments to their tutors and practise oral language with their tutors on the telephone. These sessions are taped by the tutors and the tapes are mailed to the students for further independent practice.

The course provides for a balanced development of listening, speaking, reading and writing skills in the context of practical social situations with which students have to deal.

Field testing of a pilot unit demonstrated that students with limited language will telephone a tutor. Of the eleven who worked on the unit in British Columbia, seven completed the written and telephone assignments. Tapes of these telephone practice sessions show them to be effective in giving students individual attention and feedback.

When interviewed in their own languages, the students

expressed satisfaction with the tutor contacts and the opportunity to study at their own pace. All but one said they would take the whole course when it becomes available and all would advise others to enrol in it.

Providing a course for students who have no English requires that educational institutions provide bilingual assistance for placement, registration and counselling of students.

Educators need to increase access to English, which is the doorway to involvement and opportunity in Canada. This project is a major step in that direction.

Enquiries about the course can be made to the Open Learning Institute, 7671 Alderbridge Way, Richmond, B.C. V6X 1Z9 (604) 270-4131 or to the institutions indicated in the participating provinces.

Mary Selman
Open Learning Institute

ACKNOWLEDGEMENTS

We wish to thank all those who took so much time to answer the survey, those who offered far more than was asked, those who filled us in on the state of the art and those who so generously contributed articles to this document. Your information was valuable in our data gathering processes.

I wish also to thank those at ACCC who worked with me both in directing the survey and in the typing, distribution, and subsequent follow-ups.

Special thanks to Lambton College for seconding me to carry out this work and for continuing to believe in me when it seemed I would never finish.

Donna Kemp, M.Ed.
Project Editor

A P P E N D I C E S

Attached is the following documentation:

APPENDIX A: Letter to Chief Executive Officers

APPENDIX B: English Language Training Inventory, including Responses where appropriate

APPENDIX C: Follow-up Letter to Chief Executive Officers

APPENDIX D: Response Totals

APPENDIX E: Some Responses by College

APPENDIX F: Responses from Colleges with No Full-Time ESL Training

APPENDIX G: Member Colleges of ACCC

APPENDIX A

association of canadian community colleges
association des collèges communautaires du canada

130 Eglinton Ave. West
Second Floor
Toronto, Ontario M4R 1A3
Telephone (416) 489-5925
Telex 06-217596

MEMORANDUM

TO: Chief Executive Officer

FROM: Donna Kemp, M.Ed.

DATE: June 07, 1983

SUBJECT: English Language Training Inventory

For several years now, a great deal of effort has been put into promoting projects with an international dimension, of which international contracts are one example. Yet, if we are to expect foreign students to want to enter Canadian colleges, we must know what we offer.

In the field of English language skills, our reputation is largely unknown: the claim seems to be that England and USA are the undisputed leaders in ESL. This impression may, one hopes, only stem from their superior talents in self-promotion and packaging. But there may be more to it.

Our first step is to establish what it is we are presently doing. Then, we'll be able to find those areas in which we differ from the other countries. Only then can we decide what, if anything, we want to do to make Canadian colleges more competitive in ESL training.

This memorandum is our first step to this end. We would very much appreciate your asking the ESL programme coordinator to fill out the enclosed survey and return it to the ACCC by July 08. We would also invite further comments about the nature of your programme, especially any unique aspects that may prove to be marketable.

Once we compile the data, we'll send you the results so we can all share the wealth and pat ourselves on the backs for the efforts we put forth in the cause of English language training.

Thanks so much.

Regards,

Donna Kemp, M.Ed.
ACCC International Bureau

P.S. The good people at Lambton College, Sarnia, are sponsoring me to put this together for ACCC.

APPENDIX B

ENGLISH LANGUAGE TRAINING INVENTORY

Instructions

The purpose of this survey is to find out what English courses are taught to non-Anglophones. Colleges, however, assign different names to their courses. Consequently, we ask that you clarify the separate levels of English in which non-Anglophones are enrolled.

For the purposes of this inventory, English language training courses include English as a second language, English for academic purposes, English for special purposes, college preparation courses, Manpower BTSD courses and any specially designed post-secondary courses. Do not include courses for those expected to be fluent in English; ie, Shakespeare, literature survey style courses, creative writing, journalism.

Although this requires some effort, we, in this way, will be able to understand the nature of various courses available to international students.

Thank you for your help. Please return this by July 08.

Donna Kemp
ACCC International Bureau
May, 1983

College Total Responses: 73; Colleges with E.S.L.: 47

Campus Address _____

Phone Number: Area Code _____ Number _____

Contacts

1. Administrator(s) responsible for policy in English language training
   Name: _____
   Title: _____
   Phone Number _____ Extension _____

2. Person responsible for content in English language training programmes
   Name: _____
   Title: _____
   Phone Number _____ Extension _____

Census

1. Total full-time student population 158,872
2. Total full-time student population in English language training courses 5,747
3. Of the total in question 2,
   how many are new Canadians? _____
   how many are international (i.e. visa) students? 587

Profile

1. Is there a college policy for admitting international (visa) students?
   Yes _____ No _____
   If so, please enclose a copy of the policy.

2. What profile do the international (visa) students enjoy in the college community?
   a) low profile 21
      high profile 9
   b) Is this a benefit to the college 11; both 3
      Is this a problem for the college 2; neither 8
   Comments _____

Class Size

1. What is the comfortable range of class size? 10 - 20

2. For each class level, please indicate the status of the students:

Course name & level	Total Class Enrollment	New Canadians and Landed Immigrants	Sponsored International Students	Indenpendent International Students	Regular Canadians

Please provide additional data on the reverse.

3. If you have sponsored students, what agencies sponsor each group?

CBIE : 12 colleges CEIC: all colleges

CIDA : 3 colleges

Other: 2 colleges

Levels

Would you please roughly chart out the different paths which an international student could take through the levels of English. Please indicate at each level the number of classes, hours of English, of language labs, and of other subjects taken, and the length in weeks.

Resources

1. What texts and workbooks are used in each level?

Various including many locally developed worksheets

2. If they are locally developed, please include an outline of the contents.

Testing

1. If pre and post-tests are used, are they locally developed? Yes 29 No 11

2. What oral and other testing is administered? Ranges from informal conversations to test batteries given to Anglophones for entrance to post-secondary courses.

3. Are you satisfied that your testing system is representative of what you want measured?

Yes 28 No 17

Comments Some colleges responded in the affirmative but mentioned their search for still better testing systems.

Orientation

1. Describe briefly the orientation/acculturation activities provided:

   Ranges from none to in-class life skills components to tours of cities to buddy systems and week long initial orientation activities.

2. If a counsellor is allocated to serve international students, please identify the person.

   Counsellor: 28 advisors were named

   Title: _____

   Phone: _____

3. What community service groups take an active interest in international students? In what way?

   Church groups, Rotary clubs, multi-cultural organizations.

Teachers

1. How many teachers are involved in English language teaching? 702

2. What is the minimum training and professional development required of your ESL teachers?

   Most often mentioned is a degree plus TESL certificate, second most common is a provincial teacher's certificate, third is a degree.
   Most asked for experience from elsewhere.

3. What TESL training is most highly recommended by your teachers?

   Universities - 20
   Colleges - 4
   Ministry - 3
   Conferences and in-house workshops - 8
   Other - 3

The Learning Situation

1. From the list below, please rank the five (5) most important aspects of an ideal English language learning situation.

RESPONSES

39	a) low student/teacher ratio	h) extra-curricular student activities	8
31	b) correct placement of student	i) volunteer teacher's aides	5
25	c) variety of texts	j) group starting dates	7
14	d) language lab	k) high profile of ESL within college	2
18	e) adequate testing	l) other teacher enthusiasm, hire right teacher	
24	f) formal teacher training	m) other student interest	
41	g) appropriate course of study	n) other: logistical and moral support within college and community	
		o) other: physical environment	
		p) other: homogeneous group	
		q) other: audio-visual materials	

Standardization

1. Would you like to see any of the following standardized throughout the Canadian colleges?

a) standard content?	Yes 18	No 26
b) standard testing?	Yes 26	No 18
c) standard training for instructors?	Yes 22	No 20

2. Comments

Most wanted only guidelines in order to keep students' needs as the priority. Suggestions that TESL training should be improved before making it a standard requirement. Testing must be purpose oriented.

Dear Colleague:

Supplementary to this questionnaire, would you please be so kind as to gather for us any documentation that may be available on the nature of English language training in your province. We are particularly interested in answers to the following questions:

History

When did ESL training begin in the colleges? Was there a particular need that prompted its inception into the college system? Where had it been taught before that? Has the need peaked? Waned?

Prognosis

Will the ESL courses survive? What changes must be accommodated? Do you foresee increased involvement in international student contracts? Will this make or break the ESL programme?

We welcome your comments.

Thanks for your help. Please return this to ACCC by July 8th.

Donna Kemp
ACCC International Bureau
May, 1983

APPENDIX C

association of canadian community colleges
association des collèges communautaires du canada

10 Eglinton Ave. West
Second Floor
Toronto, Ontario M4R 1A3
Telephone (416) 489-5925
Telex 06-217566

MEMORANDUM

TO: CHIEF EXECUTIVE OFFICER

FROM: DONNA KEMP

DATE: OCTOBER 13, 1983

SUBJECT: ENGLISH LANGUAGE TRAINING INVENTORY

On June 7, we sent to you the English Language Training Inventory which we hoped to have filled out by someone closely involved with English as a Second Language in your College.

As yours is one of the few colleges we have yet to hear from, we would encourage you to have the questionnaire returned to us by October 21, so that we may count your College in our findings. This will help us to compile complete, accurate data, reflecting the findings of all the member Colleges.

Thank you for your help in our efforts to serve those who need English language training.

Yours truly,

Donna Kemp

Donna Kemp
Lambton College
Sarnia, Ontario

/pc

APPENDIX D

RESPONSE TOTALS

COLLEGES

Colleges surveyed	99
Colleges responding	73
Colleges with full-time ESL	47
Colleges with no full-time ESL	25
Colleges with ESL for special purposes	14

STUDENTS

Total Students in Colleges with ESL	158,872
Total full time day students in ESL	5,747
Total International Students in ESL	587
International Students/ESL students	10.2 %
International Students/Total Students	0.37 %

TEACHERS

Teachers in ESL	702
Student/Teacher ratio	8:1

Ideal ESL

highest rankings:

1) appropriate course of study
2) low student/teacher ratio
3) correct placement
4) variety of texts
5) formal TESL training

lowest ranking:

1) high profile of ESL in colleges
2) volunteer teachers' aides
3) group starting dates

BEST TESL TRAINING	RESPONSES
1) university courses	20
2) workshops, conferences	8
3) college courses	4

INTERESTED IN STANDARDIZATION

	YES	NO
Content	18	26
Testing	26	18
Teacher Training	22	22

COLLEGES WITH GROUP SPONSORS

CBIE SPONSORS

students at

Algonquin
Confederation
Fanshawe
George Brown
Georgian
Mohawk
Northern
Sir Sanford Fleming
St. Clair
Assiniboine
Red River
St. Lawrence

Others sponsoring students at:

Northern - Mines of Africa
Sir Sanford Fleming - Embassy Fundación Gran Mariscal de Ayacucho
Red River - Arabian Gulf Oil
St. Lawrence - Civil Aviation, Libyan government

CIDA SPONSORS

students at

Dawson
Northern
Assiniboine

LARGEST COLLEGE WITH ESL

Vancouver Community College 72 classes

MOST REMOTE COLLEGE WITH ESL

Thebacha, NWT, teaching ESL to Chileans, Indians and Inuit on 3 remote campuses

APPENDIX E: SOME RESPONSES BY COLLEGE

COLLEGE	CONTACTS: P) Policy C) Content A) Advisor	POPULATIONS: TOTAL POP.	ESL POP.	VISA's IN ESL	SPECIAL COURSES	INTERESTED IN STANDARDS IN Content/Testing/TESL Trng			ESL TEACHERS	BEST TESL TRAINING	COMMENTS
NEWFOUNDLAND											
BAY ST. GEORGE, Stephenville	P) P. J. Power C) A. Powell A) -	680	30	1	-	yes	yes	yes	2	-	- big brother/sister orientation - keen on groups - ESL not on at present
ESL SCHOOL, St. John's	P) Rene Enguehard C) Rene Enguehard A) -	15	15	1	ESL for natives	no	yes	yes	3	UBC	- ESL for natives - one teacher's aide per 2 teachers - expected group of doctors from S.A. to go on to univ. - project cancelled - issue a diploma
This school prepares students to enter colleges and university in the province											
PRINCE EDWARD ISLAND											
HOLLAND, Charlottetown	P) W. Trainor C) Susan Falvo A) -	1,240	12	0	-	no	no	no	2	-	- 2 students sponsored by Bahai
QUEBEC											
CHAMPLAIN REGIONAL, Lennoxville	P) G. Cutting C) Catherine Beauchamp A) -	4,275	60	5	summer immersion, college prep.	no	no	both	15-17	McGill, Concordia	- gives summer immersion - 3 wks. - re-evaluating assessment procedures - 600 ESL students yearly
DAWSON, Montreal	P) Sally Todd Nelson C) Sally Todd Nelson A) Ellen Aylan	3,000	P/T only	?	-	no	no	no	15	Univ. or experience	- suggests McGill Summer program - seems to be only post-sec. ESL
JOHN ABBOTT, Ste. Anne de Bellevue	P) Barry Reynolds C) Barry Reynolds A) Barry Reynolds, Steve Shaw	4,800	-	8	-	no	yes	yes	7	-	- developed ESP for Aircraft Maintenance, Forestry, Health Care
ONTARIO											
ALGONQUIN, Ottawa	P) Jamie Riddell C) Jamie Riddell A) Raoul Korngold	4,000	250	90	Access: pre-college technical Eng. (finished)	-	-	-	30	-	- 4 new courses pending CEIC approval: Voc. Eng. (3 mo.), TOEFL prep., Adv. Conversation, Writing for fairly fluent. - reviewing testing; test all 4 skills
CAMBRIAN, Sudbury	P) Zeke Kanhai C) Mary Kangas A) -	4,400	15	2	-	no	no	no	1	-	-

BEST COPY AVAILABLE

COLLEGE	CONTACTS P) Policy C) Content A) Advisor	POPULATIONS TOTAL POP.	ESL POP.	VISA's IN ESL	SPECIAL COURSES	INTERESTED IN STANDARDS IN Content/Testing/TESL Trng			ESL TEACHERS	BEST TESL TRAINING	COMMENTS
CANADORE, North Bay	P) Sid Tomkins C) Bill Ingwersen A) -	2,306	35	0	-	yes	yes	yes	5	O.I.S.E.	- Francophone ESL students
CENTENNIAL, Toronto	P) L. Simpson C) Garnett Stephen A) Kay Hopkins	2,000	100	15	-	yes	yes	yes	8	U. of T. George Brown	- level by testing but easy movement between levels
CONFEDERATION, Thunder Bay	P) Claire Kaukinch C) Joan Baril, Cora Munn A) Ken Cunningham, David Porlier	4,200	90	56	-	no	no	no	5	Cert. Min. of Ed., George Brown	- ESL orientation 2 hrs/wk. - contract groups - 1st. wk. plus ongoing - many tests; testing meets needs
DURHAM, Oshawa	P) John Woodwrow C) Irene Allonsius A) Richard Malone	3,264	20	-	-	yes	yes	yes	2	-	- weekly testing
FANSHAWE, London	P) John Sunseth C) John Morgan A) Jackie Tomba	2,000	150-200	15-20	Advanced ESL for TOEFL prep.	no	no	yes	16-20	Int'l House, London	- prefer pre-testing and screening - encourage heterogeneous mix
GEORGE BROWN, Toronto	P) Ray Santin C) Marsha Allen A) Fred Kirby	9,200	820	20	English for Sci. & Technology TOEFL Prep. for Polish nurses (finished)	no	yes	no	52	George Brown	- not admitting new visa students at this time
GEORGIAN, Barrie	P) Berry Calder C) Hilary Elliott A) Nancy Blain-Zettler	3,000	200	13	English for college prep.	no	no	no	3	-	- prefer integration - assessing through written samples - buddy system for visa groups
HUMBER, Toronto	P) Tom Norton C) William Hanna A) -	8,500	800	22	-	yes	yes	yes	32 F/T 7 P/T	U. of T. Woodsworth College	- testing after each level - presently revising oral testing - ESL life skills given 4 hours per week - greater emphasis on international contracts
LAMBTON, Sarnia	P) Derek Washington C) Yvonne Fitzgerald '83 C) Donna Kemp '84 A) Donna Kemp	1,700	10	-	-	yes	yes	yes	3 P/T	-	- keen on visa student groups - interested in guidelines
LOYALIST, Belleville	P) Edward Buckley C) Thomas Logan A) Pearl Vani-Hill	2,000	25	-	-	no	no	no	4	Univ. TESL, Conferences	- level 3 ESL = gr. 9-12 reading

BEST COPY AVAILABLE

COLLEGE	Contacts P) Policy C) Content A) Advisor	POPULATIONS TOTAL POP.	ESL POP.	VISA's IN ESL	SPECIAL COURSES	INTERESTED IN STANDARDS IN Content	Testing	TESL Trng	ESL TEACHERS	BEST TESL TRAINING	COMMENTS
MOHAWK, Hamilton	P) Jim Jones, D. Johnston C) Jim Jones, D. Johnston A) B. Rosnick, L. Barsony, P. Young, E. Bisson	12,900	260	60	ESP, pre-sessional academic	no	no	no	15 F/T 20 P/T	George Brown	- highly active International programs dept.
NIAGARA, Welland	P) I. J. Giancarlo C) Norma Mueller A) -	3,500	78	-	-	yes	yes	yes	3 F/T 7 P/T	Min. of Ed. Univ. courses	- would welcome groups - would like to see advanced levels
NORTHERN, South Porcupine & Kirkland Lake	P) G. G. Varteniuk, L. R. Jones, F. F. Baumert C) W. S. Frankovich, G. N. Kolloran, N. McNair A) K. Rapson, A. K. Miko	1,700	174	155	-	no	yes	no	9	-	- mostly Francophones - Nigerians, Iranians, now finished - 2 day orientation, foreign student club
SHERIDAN, Toronto	P) Karam Daljit C) Pat Sutherland A) -	6,500	137	-	ESL for hearing impaired	yes	yes	yes	8	U. of T., Brock	- continuous oral evaluation - anticipate special advanced and basic literacy courses, more international students
SIR SANFORD FLEMING, Peterborough	P) Stephen Wilson C) S. Wilson/ Int'l Contracts, Joan Armstrong A) Audrey Anderson, Craig Hincks, Suzanne Woods (Venezuelans)	4,300	119	57	Pre-college ESL Venezuelan ESL class	no	yes	no	7	Queen's, Brock	- extensive testing - daily lang. lab. and cultural orient. - foresee greater involvements with international students
ST. CLAIR, Windsor	P) Julius Matteis C) John Chiarcos A) Phyllis Anderson	4,500	103	28	English for International Students Libyan Project	yes	yes	yes	11	Prof. Development Sessions	- developing functional tests - 15 wk. courses in 4 areas: grammar for high level ESL, writing skills, notetaking and specialized writing, academic skills
ST. LAWRENCE, Kingston	P) Management Committee C) Management Committee A) -	2,800	30	15	College prep.	no	yes	no	4	-	- interested in other testing systems - suggest improved teacher training before standardizing - international students: 32 wks. ESL, 12 wks. advanced ESL plus college preparation

BEST COPY AVAILABLE

COLLEGE	CONTACTS P) Policy C) Content A) Advisor	POPULATIONS TOTAL POP.	ESL POP.	VISA's IN ESL	SPECIAL COURSES	INTERESTED IN STANDARDS IN Content	Testing	TESL Trng	ESL TEACHERS	BEST TESL TRAINING	COMMENTS
MANITOBA											
ASSINIBOINE, Brandon	P) P. Winram-Porter C) Stena Glennie A) Victor Wiebe	960	55	25	-	no	yes	yes	12	Courses in techniques and cross-cultures	- interested in standard terminology for levels - Toban and Ilyin oral tests
RED RIVER, Winnipeg	P) Fausto Yadao C) Ronald Knudsen A) Rose Marie Floch	5,000	100	18	-	yes	yes	yes	12	Carleton, U. of Victoria, TESL Conf.	- developing further oral tests - advanced is TOEFL prep.
SASKATCHEWAN											
CYPRESS HILL, Swift Current	P) E. Duane Rose C) Heather Jans A) -	230	80	-	-	no	no	no	2	classroom management techniques	- concerned with variety of entrance levels
LAKELAND, Lloydminster Sask./Alta	P) Gary Polonsky C) Gary Polonsky A) -	1,200	22	-	-	no	no	no	4	-	- one class each at St. Paul and Lloydminster; funded by Alberta CEIC
PARKLAND, Yorkton	P) Bruce Probert C) Bruce Probert A) -	524	32	0	-	no	yes	no	2 F/T 2 P/T 50 aides	-	- orientation at Refugee Centre - oral testing by ESLOA - ESL new since '78
NATONUM, Prince Albert	P) Ron Woodward Ernie Tremblay C) R. Woodward A) -	800	30	-	-	yes	no	no	1	-	- one class of 16 weeks
SASKATOON REGION, Saskatoon	P) College Board C) Edith Dueck A) -	500	70	-	Advanced for professionals, Remedial ESL, Trades ESL	-	-	-	5 F/T 16 P/T	cross-cultural ed.	- prefer function oriented texts - new "drop-in" ESL - use volunteers
Also at Coteau Range, Moose Jaw; Southeast, Weyburn; and Regina Plains, Regina.		Total in province: 45 courses with approximately 560 students									
ALBERTA											
FAIRVIEW, Fairview	P) Dale Landry C) Lyle Emmott A) -	800	10	2	-	no	yes	yes	1	-	- improving diagnostic testing
GRAND PRAIRIE, Grand Prairie	P) Janet Longmate C) Janet Longmate, L. Doucette A) LaVern Larson	700	20	0	-	yes	yes	yes	3	curriculum & teaching methods	- full time is 4 1/2 hours per day

BEST COPY AVAILABLE

COLLEGE	CONTACTS P) Policy C) Content A) Advisor	POPULATIONS TOTAL POP.	ESL POP.	VISA's IN ESL	SPECIAL COURSES	INTERESTED IN STANDARDS IN Content/Testing/TESL Trng			ESL TEACHERS	BEST TESL TRAINING	COMMENTS
KEYANO, Fort MacMurray	P) Peter Rudiak C) Gary Pearce A) -	900	50	10	-	yes	yes	yes	4	U. of Alberta	- unsure of interest in visa students
LETHBRIDGE, Lethbridge	P) D. R. Maisey C) Pat Brayne (temp.) A) Marcia Green	1,800	75	0	-	no	no	no	5	univ. courses, TESL workshops	- now refining testing
RED DEER, Red Deer	P) Christine Phillips C) Christine Phillips A) -	2,500	70	0	ESL at Refugee Centre	yes	yes	yes	10	U. of Alberta, in-service workshops	- developing tests for own new curriculum - interested in co-ordination of all area ESL programmes
Alberta Vocational Centre, Edmonton, prepares students for colleges and universities in the province											
BRITISH COLUMBIA											
CAPILANO, Vancouver	P) Nancy J. Lynch C) Ramon Kubicek A) Joanne Mah	3,500	63 P/T	-	-	yes	yes	yes	6	MA + TESL training, workshops	- summer immersion with billeting in local homes * Provincial guidelines allow visa students only into full cost recoverable programs at public colleges
CARIBOO, Kamloops	P) A. J. Wright, Susan Safford C) Susan Safford A) -	2,500	120	-	negotiating	no	no	no	7	U.B.C.	- have developed several courses for international students - currently negotiating
FRASER VALLEY, Abbotsford	P) Susan Witter, Neil Campbell C) Neil Campbell A) -	3,000	20	-	-	yes	yes	yes	1 F/T 10 P/T	U.B.C., S.F.U.	- 150 P/T students - guidelines should be practical with ready-made exercises
MALASPINA, Nanaimo	P) John Rostron C) Susan Pahl A) Zane Ibrahim	3,000	100	1	FESL Advanced College prep.	no	no	no	2 F/T 5 P/T	SFU, or School for International Training Battleborough, Vermont	- using VCC tests for placement - developing function-oriented tests
NEW CALEDONIA, Prince George	P) Don Anderson C) Hazel Ramsey A) -	3,000	16	-	-	-	-	-	4	-	- oral and written tests every 6 weeks - oral testing by questions and answers
NORTH ISLAND, Comox	P) John Tayless C) John Tayless A) -	25	all P/T	-	-	yes	yes	no	5 P/T	-	- College does not accept international students as it is ill-equipped to support them

BEST COPY AVAILABLE

COLLEGE	CONTACTS P) Policy C) Content A) Advisor	POPULATIONS TOTAL POP.	ESL POP.	VISA's IN ESL	SPECIAL COURSES	INTERESTED IN STANDARDS IN Content/Testing/TESL Trng			ESL TEACHERS	BEST TESL TRAINING	COMMENTS
NORTHWEST, Terrace	P) John Noonan C) John Noonan A) -	600	40	-	-	no	no	-	7 P/T	-	- three classes, multilevel
OKANAGAN, Kelowna	P) B. Bowmar C) B. Bowmar A) -	2,500	48	-	-	no	no	no	3 F/T 4-10 P/T	U.B.C.	- exploring international education
VANCOUVER-KING EDWARD CAMPUS, Vancouver	P) R. F. Cunningham C) B. A. Bowers A) -	23,663	1299	-	-special grade 10 plus ESL -college prep. -Can. Studies -English for Sci. & Tech.	no	[illegible]	no	130 F/T 140+P/T	UBC, in-house workshops	- highly controlled testing - promote on-going upgrading for teachers - see increased international students - 73 classes
NORTHWEST TERRITORIES											
THEBACHA, Fort Smith	P) Irene Gilmour C) Bill Birtch A) -	300	30	-	-	yes	yes	yes	1 F/T 2 P/T	UBC, or U. of Alta.	- classes for Inuit and Indian speakers in their communities - New Canadians are from Chile - using Michigan oral test

BEST COPY AVAILABLE

APPENDIX F

RESPONSES FROM COLLEGES WITH NO FULL TIME TRAINING IN ESL

1) New Brunswick Community College, Moncton, New Brunswick

2) New Brunswick Community College, St. John Campus, St. John, New Brunswick

3) Nova Scotia Institute of Technology, Halifax, Nova Scotia

4) Land Survey Institute, Lawrencetown, Nova Scotia

5) University College of Cape Breton, Sydney, Nova Scotia

6) College of Fisheries, Navigation, Marine Engineering and Electronics, St. John's, Newfoundland

7) The College of Trades and Technology, St. John's, Newfoundland

8) Sault College, Ontario

9) Carleton Trail Community College, Humboldt, Sask.

10) Cumberland Community College, Nipawin, Sask.

11) Kelsey Institute, Saskatoon, Saskatchewan

12) La Ronge Region Community College, La Ronge, Sask.

13) North East Community College, Sandy Bay, Sask.

14) Prairie West Community College, Biggar, Sask.

15) Saskatchewan Indian College, Saskatoon, Sask.

16) Saskatchewan Technical Institute

17) Wascana Institute, Regina, Saskatchewan

18) West Side Community College, Beauval, Sask.

19) NAIT Northern Alberta Institute of Technology, Edmonton, Alberta

20) Olds College, Olds, Alberta

21) Southern Alberta Institute of Technology, Calgary, Alberta

22) British Columbia Mining School, Rossland, B.C.

23) Open Learning Institute - Distance Ed., Richmond, B.C.

24) Pacific Marine Training Institute, North Vancouver, B.C.

25) Pacific Vocational Institute, Burnaby, B.C.

APPENDIX G

ACCC MEMBER COLLEGES - COLLEGES MEMBRES DE L'ACCC

96 members as of 24 November 1983

BRITISH COLUMBIA AND THE YUKON:

British Columbia Institute of Technology
Camosun College
Capilano College
Cariboo College
Douglas College
Fraser Valley College
Justice Institute of B.C. (A)
Kwantlen College
Malaspina College
College of New Caledonia
North Island College
Northern Lights College
Okanagan College (A)
Pacific Voc. Institute (A)
Selkirk College
Vancouver Community College
Yukon College

ALBERTA AND THE NORTHWEST TERRITORIES:

Fairview College
Grande Prairie Reg. College
Grant MacEwan Comm. Coll.
Keyano College
Lakeland College
Lethbridge Comm. College
Medicine Hat College
Mount Royal College
Northern Alberta Institute of Technology
Olds College
Red Deer College
Southern Alberta Institute of Technology
Thebacha College

SASKATCHEWAN:

Coteau Range C. College (A)
Cypress Hills Comm College
Kelsey Institute
Regina Plains Comm. College
Sask. Technical Institute
Saskatoon Reg. Comm. Coll.
South East Region Community College
Wascana Institute

MANITOBA:

Assiniboine Comm. College
Keewatin Community College
Red River Community College

ONTARIO:

Algonquin College
Cambrian College
Canadore College
Centennial College
Conestoga College
Confederation College
Durham College
Fanshawe College
George Brown College
Georgian College
Humber College
Lambton College
Loyalist College (A)
Mohawk College
Niagara College
Northern College
St. Clair College
St. Lawrence College
Sault College
Seneca College
Sheridan College
Sir Sandford Fleming College
Toronto Institute of Medical Technology
A.C.A.A.T.O. (A)
Ministry of Agriculture and Food (A)

QUÉBEC:

Cégep d'Alma (A)
Champlain Regional College
Dawson College
Collège Edouard-Montpetit
John Abbott College
Collège de Jonquière
Collège de La Pocatière (A)
Marianopolis College
Collège Montmorency
Notre Dame Secretarial Coll.
Collège de Rimouski (A)
Collège de Rivière du Loup
Collège de Rosemont (A)
Collège Saint-Jean-sur-Richelieu
Collège de Sept-Iles
Collège de Trois-Rivières (A)
Vanier College
A.C.E.A.C.Q. (A)
La Fédération des cégeps (A)

ATLANTIC:

N.B. Community College
École des pêches (A)
Coast Guard College (A)
N.S. Agricultural College
University College of Cape Breton
Holland College
Nfld College of Fisheries
Nfld College of Trades & Tech

CORPORATE ASSOCIATE MEMBERS:

Basic Manpower Training Interprovincial Ltd.
Magic Lantern Instructional Television
College Stores Associates

(A) Associate member/Membre associé

L'ASSOCIATION DES COLLÈGES COMMUNAUTAIRES DU CANADA

BUREAU INTERNATIONAL

SOUMMAIRE DES RÉSULTATS DE L'ENQUÊTE DE L'ANGLAIS COMME LANGUE SECONDE DANS LES COLLÈGES CANADIENS

Donna Kemp, rédactrice
avril, 1984

L'ASSOCIATION DES COLLÈGES COMMUNAUTAIRES DU CANADA

ET L'ANGLAIS COMME LANGUE SECONDE ("ESL")

L'Association des Collèges Communautaires du Canada est une organisation nationale à but non lucratif. Elle dessert les collèges et instituts post-secondaires ne conférant pas de diplômes, dans toutes les provinces et tous les territoires du Canada. Elle comprend des collèges communautaires, des institutions agronomiques et de formation technique, des instituts de technologie, des écoles d'infirmières et de technologie medicale, les cégeps, des écoles maritimes, d'horticulture et de pêcheries. L'Association fut fondée en 1970 et incorporée deux ans plus tard.

Les activités du Bureau international de l'ACCC se concentrent sur le développement des ressources humaines dans le Tiers-Monde, par le biais de la promotion, de la conception et de la coordination de projets de coopération internationale. Ces projets se réalisent grâce aux ressources et aux installations des collèges membres de l'ACCC.

Le Bureau international, qui inaugura son action en 1979 grâce à l'appui financier de l'Agence canadienne de développement international ainsi que des collèges membres de l'ACCC, participe actuellement à plus de 40 projets dans quelque 30 pays en voie de développement, en Afrique, en Asie, en Amérique latine, et dans les Caraïbes.

Un certain nombre de'institutions membres de l'ACCC ont récemment exprimé certaines attitudes au sujet de la formation linguistique en anglais au Canada. Afin de clarifier ces questions, l'ACCC appuya une évaluation des programmes d'anglais dans les collèges de tout le Canada.

RÉSULTATS DE L'ENQUÊTE

Les buts de l'enquête étaient d'examiner et d'évaluer les programmes existants des collèges, d'identifier inquiétudes et problèmes, et de proposer des solutions à ces difficultés, permettant de mieux répondre aux besoins des clientes.

Un questionnaire fut envoyé à 99 collèges membres, à travers le Canada, demandant des renseignements d'ordre général, le nombre d'étudiants suivant des cours d'"ESL", leur pays d'origine, le nombre d'étudiants par classe, une description des cours, les ressources utilisées, et les systèmes d'évaluation et de formation du personnel enseignant. Les recherches effectuées par d'autres organisations de formation linguistique comprenaient: des enquêtes universitaires, les

travaux de divers ministères de l'Education, des données fourniers par l'ACDI, et enfin, des renseignments recueillis lors d'un voyage d'études d'établissements britanniques, patronné par le "British Council".

Soixante-seize collèges répondirent, dont guarante-sept donnaient des cours d'"ESL"; des 5 747 étudiants à temps plein, 487 étaient des étudiants d'outre-mer (admis en vertu d'un visa). Sept cent deux enseignants de langues participaient aux programmes d'"ESL", leur rapport moyen entre le nombre des étudiants et celui des enseignants étant de 8:1. La majorité des enseignants faisaient état d'un minimum de qualifications (un diplôme et un certificat d'enseignant d'anglais comme langue seconde ["TESL"]).

Les deux groupes principaux d'étudiants identifiés étaient: les immigrants et les étudiants internationaux (visa), quoique des francophones et Canadiens de naissance fassent aussi partie, en grand nombre, du cours d'"ESL".

Sans oublier les réponses au questionnaire et les discussions qui en ont découlé, nous proposons respectueusement les recommandations suivantes à nos collèges membres:

I. Qu'une organisation centrale soit établie pour:

a) faire pression afin d'être reconnue comme agence nationale, responsable de l'établissement et de l'accréditation de normes nationales pour les services d'enseignements de langue anglaise au sein des collèges communautaires.

b) assurer une interaction constante parmi tous les organismes intéressés aux services d'enseignement de langue anglaise, c'est-à-dire les ministères provinciaux de l'Éducation, les organismes fédéraux, la CEIC, l'ACDI, le CBIE, l'OESC, et autres équivalents provinciaux, les organisations non gouvernementales, TESL-Canada et ses filiales provinciales.

c) établir, à l'unanimité des parties concernées, des normes ou des directives standards minimum régissant le contenu des cours d'"ESL".

d) fixer des noms de cours standards afin de permettre un dialogue fructueux.

e) servir de plaque tournante pour la dissémination des renseignements relatifs à tous les aspects de l'enseignement de la langue anglaise (méthodes, livres et accesoires, et examens, commerciaux et instaurés

par les collèges) afin de promouvoir de nouvelles idées et susciter un nouvel enthousiasme dans les classes.

f) publier un manuel d'information sur les programmes d'"ESL" offerts à chaque collège, y compris les frais demandés, les horaires, la grandeur des classes, la compétence des enseignants et les normes d'examen, pour permettre aux étudiants possibles et aux organismes qui pourraient patronner des programmes d'évaluer ce qu'offrent les colleges par rapport à ce à quoi ils s'attendent.

g) établir, à l'unanimité des collèges communautaires concernés, des méthodes d'examen reconnues, pour l'évaluation et l'accréditation des étudiants suivant les cours d'"ESL",

   i) qui permettront à tous les collèges concernés de distribuer de meilleurs résultats académiques.

   ii) octroyeront des résultats, au début et à la fin des cours de tous les niveaux,

   iii) qui permettent la transférabilité d'un collège à l'autre, aussi bien au sein des programmes d'"ESL" que pour l'admission aux cours des collèges et universités,

   iv) qui puissent faire l'objet d'un achat par un organisme patronnant.

II. Que l'ACCC agisse pour promouvoir ces recommandations.

RÉSUMÉ

Dans les collèges, le domaine de l'enseignement de l'anglais comme langue seconde doit être remis en question en raison de la diminution des fonds des autorités de main-d'oeuvre, et de la recherche d'autres sources d'étudiants et de fonds.

Voici l'occasion de procéder à une refonte de structure, afin d'adapter les programmes aux besoins de nouveaux clients, qui exigent des cours orientés vers des buts précis. Ceci aura un effet sur le contrat fédéral, jadis si confortable.

Les enseignants nous disent qu'ils recherchent des lignes de conduite et une grande communication parmi les collèges. Ils connaissent très bien les besoins de leurs étudiants et sont frustrés dans leurs tentatives d'y satisfaire.

Ce rapport, et des efforts semblables, seront peut-être la cause, sinon d'une réforme, du moins d'une initiative en vue d'un changement à l'état actuel des choses.

ERIC Clearinghouse for Junior Colleges AUG 31 1984